

**INTERIOR DESIGN 1  
ACTIVITIES**

**Course Code:**

**A. Career Paths**

- 1. Determine the roles and functions of individuals engaged in housing, interiors, and furnishings careers.**
  - a. Compile professional portfolio.
  - b. Invite housing & interior professionals to present career information.
  - c. Brainstorm and develop interview questions for ID professionals.
  - d. Interview professionals and present information on specific careers to class.
  - e. Research and define at least 5 occupations related to Interior Design.
  - f. Interview an established business professional in the field of interior design
  - g. Explore several sources for employment in the field or area.
  - h. Create a career brochure using technology.
  - i. Shadow professionals in chosen field
- 2. Explore opportunities for employment and entrepreneurial endeavors**
  - a. Research career databases (SCOIS, KUDER) for job outlook and salary information
  - b. Complete career interest surveys
- 3. Investigate education and training requirements and opportunities for career paths in housing, interiors, and furnishings.**
  - a. Prepare brochures presenting job requirements and projections
  - b. Research three schools/colleges that offer programs in interior design. Write a report detailing requirements for admission and completion of program.
  - c. Investigate professional organizations (FIDER, PE, NCIDQ, etc) and certifications needed.
  - d. Identify advantages and benefits of belonging to a professional interior design organization.

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### **B. Principles And Elements Of Design**

1. **Evaluate the principles and elements of design.**
  - a. Analyze a picture of a room addressing the elements and principles of design
  - b. Design a project illustrating the elements and principles of design.
  - c. Create a texture sample project
    - 1) pencil sampling
    - 2) swatch file
  - d. Create a design portfolio and illustrate the principles and elements
2. **Investigate the psychological impact the principles and elements of design have on the individual.**
  - a. Research psychology of color using a variety of technology and media
  - b. Prepare examples of “do’s and don’ts” for specific rooms like hospital rooms, classrooms, etc
  - c. Visit a variety of commercial settings in your community (churches, medical offices, restaurants, etc) and evaluate elements and how they relate to mood. Variation: examine pictures of above.
  - d. Create a room depicting the psychological impact of the principles and elements of design
  - e. View a video on feng shui
3. **Explain the effects the principles and elements of design have on aesthetics and function.**
  - a. View colors in natural and artificial light and discuss effects (metamerism-change of color from one light to another)
  - b. Investigate connotations of colors in different cultures
  - c. Have students present pictures “before and after” closet reorganization and describe feelings.
  - d. Compare and contrast two coffee tables of different materials (wood and chrome & glass) to determine actual size vs. perceived size.
  - e. Create floral arrangements and incorporate elements and principles of design and explain choices.
  - f. Compare the effects of optical illusions (light & dark colors, variations of color, vertical and horizontal lines, patterns)

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### **C. Products and Materials**

- 1. Identify architectural styles and furniture design throughout history.**
  - a. Identify and illustrate various housing styles from specific periods.
  - b. Identify and illustrate various furniture styles from specific periods.
  - c. Develop an illustrated timeline.
  - d. Create a collection of architectural styles and furniture design incorporating Photo Story.
  - e. Create a PowerPoint that tells a story of housing or furniture style using pictures).
  - f. Create a video introducing a chosen house or furniture style.
  - g. Go on a field trip to authentic antique shops to see first hand furniture designs of different periods.
  - h. Go on a field trip to an older city such as Savannah or Charleston to view architectural styles.
- 2. Apply measuring, estimating, ordering, purchasing, and pricing skills.**
  - a. Determine background materials and figure costs for a design room
  - b. Utilizing a teacher developed worksheet, take measurements of various items in the classroom
  - c. Complete a worksheet of sample problems
  - d. Visit local home improvement stores to compare merchandise.
- 3. Select manufacturers, products, and materials considering care, maintenance, safety, and environmental issues.**
  - a. Visit a local home improvement store and select merchandise for project room
  - b. Visit a home decorative fabric store and select 3 fabrics, list price per yard, care instructions, durability factors, appropriateness for different applications, etc.
  - c. Research products using Consumer Reports
  - d. Plan fieldtrip to furniture store to identify styles, construction and materials
  - e. Using a picture of a typical kitchen, identify all items in the kitchen with a petroleum base and identify what is left if all of those items were removed.
  - f. Compare and contrast features and costs of various countertop materials

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#### **D. Residential Design Application**

- 1. Interpret information provided on blueprints.**
  - a. Invite an architect to class to explain blueprints.
  - b. Identify symbols used on blueprints.
  - c. Obtain a blueprint of a specific area and examine that space with the blueprint.
- 2. Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, electrical, and mechanical systems.**
  - a. Use a floor plan to determine safety code violations within an interior space.
  - b. Use a floor plan to evaluate space for special populations.
  - c. Perform a safety inspection of a personal residence.
  - d. Develop an emergency or disaster plan for the home, i.e. hurricanes, floods, etc.
- 3. Incorporate the elements and principles of design to create a scaled residential space.**
  - a. Draw an interior space to scale using correct architectural symbols and drafting skills
  - b. Arrange furniture with reference to principles of design, traffic flow, activity and existing architectural features.
  - c. Arrange furniture with reference to special populations.
- 4. Implement building codes, universal guidelines, and regulations in space planning.**
  - a. Create an insert for portfolio that includes current building codes and regulations.
  - b. Plan a neighborhood to include placement of homes, streets, greenbelts, etc.
  - c. Plan the electrical systems for a residence to comply with current building codes.
  - d. Analyze the role of federal, state, and local governments in housing decisions.
  - e. Describe characteristics of “universal design” features necessary to ensure accessibility for individuals with special needs.

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**E. Client Relations**

- 1. Evaluate human needs, safety, space, and technology as they relate to housing and interior design goals.**
  - a. Develop a competitive game, designing an interior space to meet the client's needs and wants i. e. HGTV Designers Challenge
  - b. Develop a client checklist for designing/renovating an interior space.
  - c. Identify prospective interior design clients.
  - d. Analyze client's financial housing needs via real estate Internet sites.
- 2. Determine community, family, and financial resources needed to achieve clients' housing and interior goals.**
  - a. Complete a service-learning project to include redesigning nursing home rooms.
  - b. Design school offices and areas on a dime.
  - c. Design a selected room on a specified budget at home.
  - d. Design an ideal classroom for a favorite teacher.

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#### F. Professionalism

1. **Demonstrate professional dress, business communications, and business ethics needed in the industry.**
  - a. Pick a topic, research, and present to class.
  - b. Have a career fair, dress professionally, and demonstrate business ethics.
  - c. Plan an open house for the school. Students dress appropriately and act as tour guides sharing the history and layout of the school.
  - d. Write a business letter to a local interior designer for possible interview and tour.
  - e. Create a training manual for potential employees on proper dress, attitude, and being an efficient and effective employee.
  - f. Create a designer booklet depicting famous interior designers, which will include the designer's background, business, and career philosophy.
  - g. Prepare a personal data information system for graduation to include cover letter, resume, and business card.
  - h. Practice interviewing skills by participating in mock interviews.
  - i. Role play acceptable work habits on punctuality, attitude, effective communication, appropriate dress, and ethical behavior.
  - j. Identify a list of documents that may be required when applying for a job.
2. **Apply problem-solving and critical-thinking skills to help grow the business and/or to resolve workplace conflicts.**
  - a. Role play conflict resolution using the five steps of intervention.
  - b. Invite an individual to speak on sexual harassment.
  - c. Invite the conflict resolution student group to give a presentation.
  - d. Develop a business plan.
  - e. Compile a list of ways to promote a specific business.
  - f. Create a storefront, marquee, and commercial.
3. **Implement safety, health, and environmental controls to enhance productivity.**
  - a. Invite a DHEC speaker to discuss environmental control in the workplace.
  - b. Research ways to meet the environmental codes in the workplace.
  - c. Prepare a checklist of safety rules for employees/workers.
  - d. Develop an emergency plan in the event of health or safety incident.
  - e. Research OSHA standards.

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- 4. Employ leadership and teamwork skills to enhance work environment.**
  - a. Participate in affiliated student organization (FCCLA) at the local, state, and national level.
  - b. Demonstrate by role playing scenarios depicting appropriate team working situations.
  - c. Video tape or digitally record the role-playing demonstrations noted above for critiquing purposes.
  - d. Determine personal qualities/characteristics of good leaders.
  - e. Identify personal characteristics that are detrimental to teamwork i.e selfishness, attitude, uncooperative behavior, negativism.
  - f. Compare and contrast reality TV teams i.e Survivor, Great Race, and the Apprentice.